DOCUMENT RESUME

ED 110 632 CE 004 415

AUTHOR Alvir, Howard P.
TITLE How to Plug-In Career Education Resources Into Your Elementary School Lesson Plan--Without Plagiarism and Without Misfits.
INSTITUTION FILMS, Albany, N.Y.
SPONS AGENCY Quebec Univ., Montreal.
PUB DATE 28 May 75
NOTE 26p.; For related document, see CE 004 414

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS *Career Education; Case Studies (Education); Community Attitudes; *Curriculum Development; *Primary Education; *Program Evaluation; Questionnaires; Teacher Attitudes; *Teaching Techniques

ABSTRACT

The documented case history is an account of how three teachers handled a prepackaged career education component for grades K-3. The article is divided into three sections: (1) the career education materials they received; (2) their reactions to these materials; and (3) a few guidelines. The materials present formulated objectives, considerations, resources, eight activities, and an evaluation procedure. Section two discusses how the three teachers adapted the materials and presents the questionnaire that the Superintendent of Schools sent out to the community to be utilized as feedback to the career education program. Section three is an enumerated list of guidelines. (JB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED110632

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE

TITLE:

HOW TO PLUG-IN CAREER EDUCATION RESOURCES INTO YOUR ELEMENTARY SCHOOL LESSON PLAN -- WITHOUT PLAGIARISM AND WITHOUT MISFITS

AUTHOR:

Howard P. Alvir, Ph.D.

DATE:

May 28, 1975

CE 004 415

JUN 1 5 1975

For more information, write to:

AUTHOR: Howard P. Alvir, Ph.D.
Associate in Research
Bureau of Occupational Education Research
Room 468 EBA
New York State Education Department
Albany, New York 12234

For microfiche and hard copies, write to:

ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210

For workshops, seminars, translations, and consultations on this topic, write to:

SPONSORING AGENCY NAME: Dr. Marcel Lavallée
C.R.E.C. -- F.I.L.M.S.
Sciences de l'Education
U.Q.A.M.
C.P. 8888
Montréal, P.Q., Canada

Be sure to include:

A stamped (18¢)
self-addressed (8½x11) envelope
marked SPECIAL FOURTH CLASS RATE: BOOKS

*Refer to ICIS document number, and also the complete title.

For this document, the ICIS number is #3511

TABLE OF CONTENTS

Pages

SECTION 1: THE CAREER EDUCATION MATERIAL RECEIVED BY THESE THREE TEACHERS----3

RESOURCES----4
ACTIVITIES----5
EVALUATION----6

SECTION 2: THE REACTIONS OF THESE THREE TEACHERS TO THE CAREER EDUCATION MATERIALS THEY RECEIVED----7

WHAT TEACHER ONE DID
SELF----9
WHAT TEACHER TWO DID
DIGNITY AND WORTH----10
IF YOU WANT LESS TELL ME----11
THE SUPERINTENDENT'S REACTION----12

SECTION 3: A FEW PRACTICAL GUIDELINES----22

2010

HOW TO PLUG-IN CAREER EDUCATION RESOURCES INTO YOUR ELEMENTARY SCHOOL LESSON PLAN -- WITHOUT PLAGIARISM AND WITHOUT MISFITS

I.

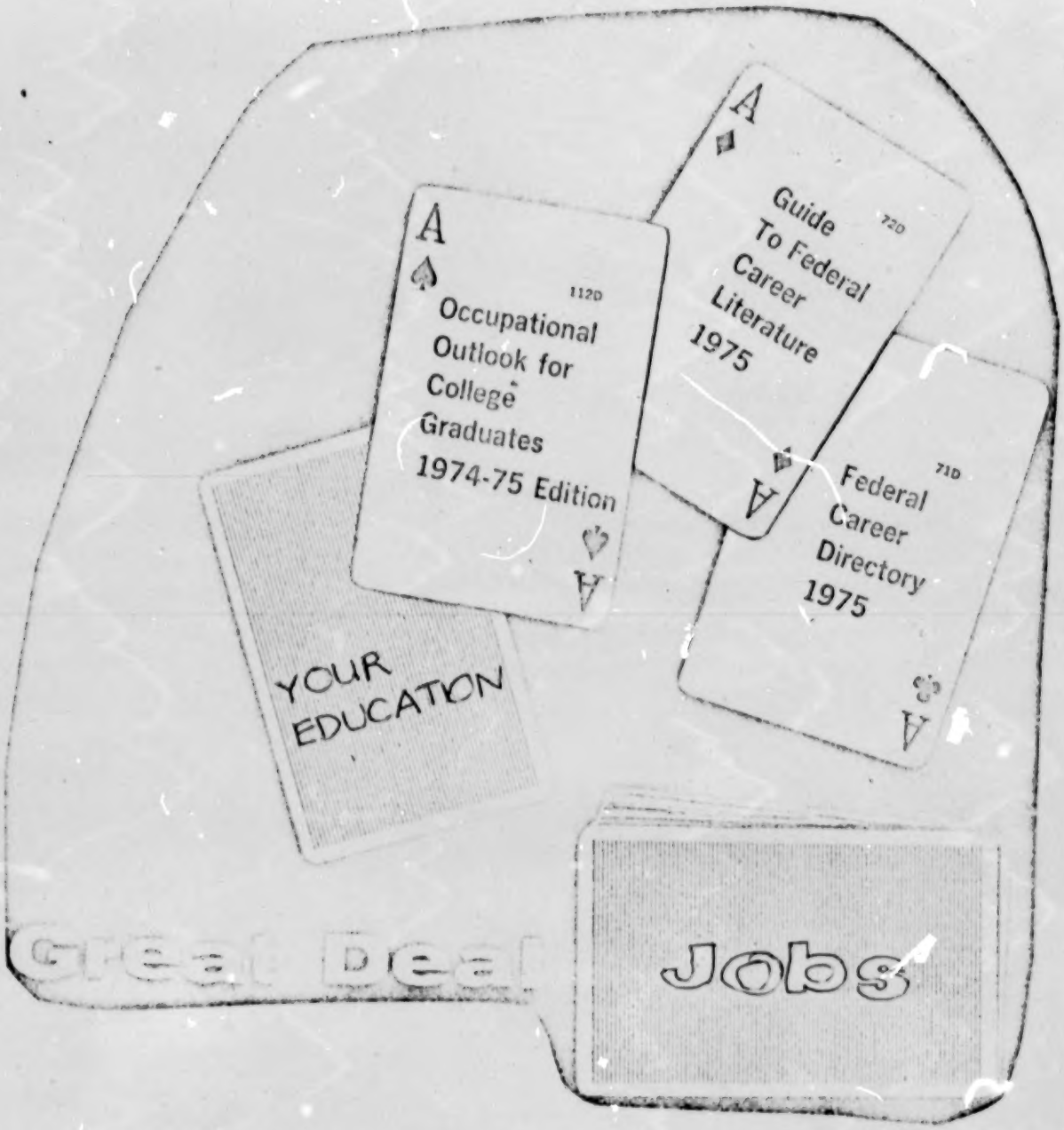
The following documented case history tells what three teachers did when presented with a prepackaged career education component for grades K-3.

Since you, as a typical elementary school teacher, may be faced with the same dilemma, you may be interested in what they did. They didn't spend a lot of money. They didn't waste a lot of time. They didn't mechanically follow a set of directions devised elsewhere for a different type of student.

They used their head. They used their ingenuity, they used their imagination. They did a good job in adapting this lesson for their students.

This article is divided into three sections:

1. The Career Education material these teachers received.
2. The reaction of these three teachers to the material they received.
3. A few practical guidelines.



1. Don't gamble with your future.
2. Get the proper

   DATA (Information)

   PEOPLE (Attitudes)

   THINGS (Skills)

   <u>on your side</u>!

SECTION 1

THE CAREER EDUCATION MATERIAL RECEIVED BY THESE THREE TEACHERS

Here is an exact copy of the material received by these teachers:

TITLE: Human Dignity and Worth

GRADE LEVEL: K-3

CONCEPT: The value of human dignity and worth

GENERAL OBJECTIVE: Discover dignity and worth in people on and off the job

BEHAVIORAL OBJECTIVE: In a wide variety of situations, the pupil will be able to verbalize, demonstrate, and support his socially acceptable version of pride, satisfaction, honesty, responsibility, and personal appearance.

CURRICULUM CONSIDERATIONS: Language Arts, Social Studies, Music, Health, Homeroom Activities.

RESOURCES

BOOK 1: The Little Engine That Could

BOOK 2: Little Toot

BOOK 3: Ferdinand the Bull

BOOK 4: The Little Engineer

FILM 1: Jane's Lemonade Stand

FILM 2: Frank Cleans the Erasers

FILM 3: The Newspaper Boy

FILMSTRIP 1: The Day the School Janitor Went on Strike.

FILMSTRIP 2: A World Without Hard Work Done by Others

FILMSTRIP 3: The Week Without Garbage Collection

AUDIO-VISUAL 1: Marching Music

AUDIO-VISUAL 2: Some Records by John Phillip Sousa

AUDIO-VISUAL 3: A Five Minute Dramitization

SCHOOL PERSONNEL

VISITING TEACHERS

ACTIVITIES

1. Tell to the class a story showing a struggle for dignity, such as those illustrated in the books, films, or filmstrips.

2. Ask the school cook, the school janitor, the school bus driver, the school crossing guards, or other members of the school family to describe their job responsibilities.

3. Let students look at films and filmstrips that deal with their job responsibilities.

4. Let students look at films and filmstrips that deal with manners and courtesy.

5. While playing a record by John Phillip Sousa have the children march with dignity as in a military formation.

6. While playing another record of royal marching music, have the children march with dignity as if they were attending a coronation.

7. Have brownies and cub scouts wear their uniform to school. Then have a class disscussion of personal appearance as it relates to job image and to one's feelings.

8. Invite a nurse in to discuss good grooming and cleaniness.

EVALUATION

1. Teacher checks off accomplishments on a checklist.

2. Students will be asked to talk about the meaning of dignity and worth.

3. Students will put on short sized minute dramatizations that give specific situations that call for good manners and courtesy towards a wide variety of workers.

SECTION 2

THE REACTIONS OF THESE THREE TEACHERS TO THE CAREER EDUCATION MATERIALS THEY RECEIVED

The title of this article stresses WITHOUT PLAGARISM and WITHOUT MISFITS.

These teachers wanted to avoid plagarism. They felt it would be dishonest to take somebody else's material and pass it off as their own. They had no intention of infringing upon the authorship or the copyright of someone else.

Besides this, these teachers wanted to avoid any misfit of resource to students. In other words, what worked for the teacher who wrote the original career education materials might not work with the different type of student in their classrooms. In order to resolve this dilemma, the teachers began to look at the materials seriously while asking the question, "How much of this can we use?"

Teacher one looked at the preceding material and decided to develop a three column format, namely, resources, activities, and evaluation.

This is summarized on the page entitled WHAT TEACHER ONE DID.

Teacher two decided to separate the material into knowledge, performance, and attitude components. In addition, each of these columns was subdivided into objectives, evaluations, and resources.

Thus, with the following codes, the teacher was able to succeed:

K = Knowledge
P = Performance
A = Attitude

O = Objectives
E = Evaluations
R = Resources

Teacher three decided to imitate both of his colleagues without paperwork.

The teacher walked into the classroom and put the word SELF on the board.

The teacher sat back and waited for the students to start posing questions.

As each question and reaction was registered from students, the teacher was able to spontaneously utilize some of the material previously organized by teachers one and two.

SELF

Grades K-3
To be introduced

Concept: II - Persons need to be recognized as having dignity and worth. AO

General Objective: 3 - Discover that people bring dignity and worth to their job. PO

Behavioral Objective: a) In a given situation the pupil will be able to identify the characteristics of dignity and worth. Examples: pride, satisfaction, honesty, responsibility, personal appearance. KO

Curriculum Considerations: Social studies, health, music, language arts.

Resources	Activities	Evaluations
Books: KR The Little Engine That Could by Bragg, Mabel Little Toot by Gramatky, Hardie Crow Boy by Hashima, Taro What Did You Say, Dear? by Cesyle Joslin 16 mm films: KR "The Lemonade Stand: What's Fair?" (2-3 grades) (Encyclopedia Brittannica) (L.T.I. Career Information Center) Filmstrips: KR "Our School Workers" (McGraw-Hill) (L.T.I. Career Information Center) Little Citizen Series: "The Little Cloud" "The Newspaper Boy" The Wonderful World of Work series (Edu-Craft, Inc.) (L.T.I. Career Information Center) + Marching Music PR School Personnel ☐	+ AR 1. Read a story showing a struggle for worth, such as Little Toot, The Little Engine That Could, Crow Boy, The Little Red Caboose PR 2. Elicit aid of any member of school family to describe job responsibilities. + PR 3. Play a record and have children march with dignity as in a royal procession. KR 4. Read stories and view filmstrips dealing with manners and courtesy. PE 5. Invite a nurse to discuss good grooming and cleanliness. ? [PE] [AE] 6. Discussion of personal appearance as it relates to job image (Some people wear uniforms: Girl Scouts, Boy Scouts)	X Teacher observation. A List the characteristics of dignity and worth. (Pride, satisfaction, honesty, responsibility, personal appearance) KE + Dramatize situations calling for manners and courtesy to show that others have dignity and worth. P

WHAT TEACHER TWO DID 2010

DIGNITY AND WORTH

KO	PO	AO
- Pinpoint teacher's values - Pinpoint family values - Pinpoint group values	- Discuss your values - Listen to the values of others - Act like a free agent	- Don't become defensive - Specify your values - Don't impose your values - Don't abandon them
KE	PE	AE
Succeed on multiple choice tests Explain new words in class	+ Kids decide + Nurse discusses + Positive aspects	Manifest enthusiasm Assume independence Become an aggresive learner
KR	PR	AR
+ Read books + View films + Tell stories	+ March to music + Participate in sports activities	+ Dramatize situations + Simulate worthwhile classroom activities

1. In an individualized curriculum, not every student is expected to cover every single alternative.

2. In an individualized curriculum, customization according to student career or intellectual curiosity plans is essential.

3. As long as LESS is interpreted in terms of quantity, and never in terms of quality, there is nothing the matter with one student studying less of a certain sequence than another.

4. Individualization permits every student to have a voice in what is studied, both as far as WHAT IS STUDIED and as far as HOW MUCH is studied.

THE SUPERINTENDENT'S REACTION

The Superintendent of Schools was not asleep on the job.

The Superintendent of Schools decided to find out what the community thought about the program from a wide data bank.

The following pages represent the questionnaire used by the Superintendent of Schools in order to find out the following areas, such as where community members

strongly agree
partly agree
have no opinion or don't know
partly disagree
strongly disagree

These questions are able to provide the kind of feedback that can turn curriculum materials into effective changes of human behavior and attitudes, both on the part of students and teachers.

We are interested in your opinions about school issues. Please circle the letter that represents your opinion about each of the following statements.

A means "I strongly agree"
B means "I partly agree"
C means "I have no opinion or I don't know"
D means "I partly disagree"
E means "I strongly disagree"

A B C D E 1. I am generally satisfied with the school program.

A B C D E 2. Most people are apathetic about issues concerning schools.

A B C D E 3. I receive enough information about our schools.

A B C D E 4. There is not enough discipline in our schools.

A B C D E 5. Controversial social and political issues should be discussed in high school classes.

A B C D E 6. Students need more structure and supervision in their school activities.

A B C D E 7. School programs and activities should reflect community values.

A B C D E 8. The school should study new semester plans to utilize school facilities on a 12-month basis.

A B C D E 9. High school students should be allowed more opportunity for independent study.

A B C D E 10. Parents receive adequate information about their children's academic progress.

A B C D E 11. Parents receive adequate information about their children's behavior in school.

A B C D E 12. Teachers should use higher standards of marking and grading.

A B C D E 13. Students have too much homework.

A B C D E 14. The school should take greater advantage of new technology and equipment such as educational television, programed instruction, etc.

A B C D E 15. More programs should be available for non-college-bound students.

A B C D E 16. Our schools spend too much for buildings and facilities.

A B C D E 17. Schools should not spend tax money for special and co-curricular activities.

A B C D E 18. Average children don't get enough individual attention.

A means "strongly agree"
B means "partly agree"
C means "no opinion or don't know"
D means "partly disagree"
E means "strongly disagree"

A B C D E 19. Teachers generally treat children as individuals.

A B C D E 20. Teachers generally are too permissive.

A B C D E 21. Elementary classes are too large.

A B C D E 22. Teachers aren't accessible to parents.

A B C D E 23. Public school should teach about values.

A B C D E 24. Teachers promote children's self-esteem.

A B C D E 25. Administrators aren't accessible to residents.

A B C D E 26. Our schools give good value for our tax dollars.

A B C D E 27. School should do more to encourage children to respect other people's rights and property.

A B C D E 28. School should help children solve problems in their personal lives.

A B C D E 29. The administrators run the schools with little regard for community attitudes.

A B C D E 30. Students themselves should have a say in school policies and activities.

A B C D E 31. Most young people get too much formal education.

A B C D E 32. Board members aren't accessible to residents.

A B C D E 33. Schools should encourage the development of new programs.

A B C D E 34. High school courses with fewer than twelve students enrolled should be eliminated.

A B C D E 35. High school students need more courses in training for a vocation and career.

A B C D E 36. The cluster arrangement (or interage grouping) is effective and valuable.

A B C D E 37. Team teaching should be encouraged.

A B C D E 38. Elementary students should have opportunities to do individual projects.

We would like your opinions about various school activities and programs. For each of the following statements, please circle one letter (A, B, C, or D) on the left side, and one letter on the right side. Circle only one letter on each side, but answer both sides of the statement.

On the left side:	On the right side:
A means "our school does a good job"	A means "very important for our school to do"
B means "our school does an adequate job"	B means "somewhat important for our school to do"
C means "our school does not do an adequate job"	C means "not important for our school to do"
D means "no opinion or not enough information"	D means "no opinion or not enough information
This side answers the question: IS THE SCHOOL DOING A GOOD JOB?	This side answers the question: IS IT IMPORTANT FOR THE SCHOOL TO DO?

A B C D	1.	preparing students to be citizens in our society	A B C D
A B C D	2.	preparing students for a trade or vocation	A B C D
A B C D	3.	preparing students for college and higher education	A B C D
A B C D	4.	preparing in basic skills of reading	A B C D
A B C D	5.	preparing in basic skills of arithmetic	A B C D
A B C D	6.	preparing for creative use of leisure time	A B C D
A B C D	7.	preparing for effective family living	A B C D
A B C D	8.	developing logical reasoning and good judgment	A B C D
A B C D	9.	preparing for vocations and careers of the 1960's	A B C D
A B C D	10.	career preparation for girls as well as boys	A B C D
A B C D	11.	teaching children to get along with others	A B C D
A B C D	12.	offering enrichment programs for academically gifted children	A B C D
A B C D	13.	serving children with special needs, such as handicaps, learning disabilities, emotional problems, etc.	A B C D
A B C D	14.	communicating with parents about school programs	A B C D

Left side:	Right side:
A = good job B = adequate job C = not adequate D = no opinion or not enough information	A = very important B = somewhat important C = not important D = no opinion or not enough information
This side answers the question: IS THE SCHOOL DOING A GOOD JOB?	This side answers the question: IS IT IMPORTANT FOR THE SCHOOL TO DO?

A B C D	15.	keeping up with new methods and technology of instruction	A B C D
A B C D	16.	regulating children's safety on school buses	A B C D
A B C D	17.	guidance and counseling for vocational planning	A B C D
A B C D	18.	guidance and counseling for college selection	A B C D
A B C D	19.	maintaining discipline in elementary school	A B C D
A B C D	20.	maintaining discipline in middle school	A B C D
A B C D	21.	maintaining discipline in the high school	A B C D
A B C D	22.	maintaining quality instruction in elementary schools	A B C D
A B C D	23.	maintaining quality instruction in the middle school	A B C D
A B C D	24.	maintaining quality instruction in the high school	A B C D
A B C D	25.	offering continuing education programs for adults	A B C D
A B C D	26.	using community resources (such as farms, factories, government agencies) to supplement instruction	A B C D
A B C D	27.	designing work-study programs so that students can get first-hand experience in a vocation or career while in school	A B C D
A B C D	28.	offering summer school programs	A B C D
	29.	Are there any other activities or programs which you think are important? If so, please list them:	

We are interested in your opinions about various subjects taught in the elementary, middle, and high schools. Please circle one letter (A, B, C, or D) on the left side and one letter on the right side, which represents your opinion of each of the subjects.

SUBJECTS AND ACTIVITIES IN ELEMENTARY SCHOOL

On the left side:	On the right side:
A means "our school does a good job"	A means "very important for our school to do"
B means "our school does an adequate job"	B means "somewhat important for our school to do"
C means "our school does not do an adequate job"	C means "not important for our school to do"
D means "no opinion or not enough information"	D means "no opinion or not enough information
This side answers the question: IS THE SCHOOL DOING A GOOD JOB?	This side answers the question: IS IT IMPORTANT FOR THE SCHOOL TO DO?

A B C D	1. Social Studies	A B C D
A B C D	2. Reading	A B C D
A B C D	3. Physical Education	A B C D
A B C D	4. Health Education	A B C D
A B C D	5. Music, General	A B C D
A B C D	6. Speech Therapy	A B C D
A B C D	7. Library	A B C D
A B C D	8. Chorus	A B C D
A B C D	9. Band, Orchestra	A B C D
A B C D	10. Science	A B C D
A B C D	11. Intramural Sports	A B C D
A B C D	12. Remedial Reading	A B C D
A B C D	13. Mathematics	A B C D
A B C D	14. Penmanship	A B C D
A B C D	15. Learning Workshop	A B C D
A B C D	16. Literature	A B C D
A B C D	17. Composition	A B C D
A B C D	18. Art	A B C D

SUBJECTS AND ACTIVITIES IN THE MIDDLE SCHOOL

Left side:
A = good job
B = adequate job
C = not adequate
D = no opinion or not enough information

This side answers the question: IS THE SCHOOL DOING A GOOD JOB?

Right side:
A = very important
B = somewhat important
C = not important
D = no opinion or not enough information

This side answers the question: IS IT IMPORTANT FOR THE SCHOOL TO DO?

A B C D	1.	Mathematics	A B C D
A B C D	2.	Intramural sports	A B C D
A B C D	3.	Chorus	A B C D
A B C D	4.	Band, Orchestra	A B C D
A B C D	5.	Music, general	A B C D
A B C D	6.	Speech Therapy	A B C D
A B C D	7.	Literature	A B C D
A B C D	8.	Remedial Reading	A B C D
A B C D	9.	Social Studies	A B C D
A B C D	10.	Science	A B C D
A B C D	11.	Foreign Language	A B C D
A B C D	12.	Library	A B C D
A B C D	13.	Art	A B C D
A B C D	14.	Home Economics	A B C D
A B C D	15.	Reading	A B C D
A B C D	16.	Physical Education	A B C D
A B C D	17.	Learning Workshop	A B C D
A B C D	18.	Composition	A B C D
A B C D	19.	Industrial Arts	A B C D
A B C D	20.	Health Education	A B C D
A B C D	21.	Penmanship	A B C D

SUBJECTS AND ACTIVITIES IN THE HIGH SCHOOL

This side answers the question: IS THE SCHOOL DOING A GOOD JOB?			This side answers the question: IS IT IMPORTANT FOR THE SCHOOL TO DO?
A B C D	1.	Composition	A B C D
A B C D	2.	Health Education	A B C D
A B C D	3.	Physical Education	A B C D
A B C D	4.	Music, Instrumental	A B C D
A B C D	5.	Band, Orchestra	A B C D
A B C D	6.	Music, General	A B C D
A B C D	7.	Chorus	A B C D
A B C D	8.	Science	A B C D
A B C D	9.	Literature	A B C D
A B C D	10.	Vocational Education	A B C D
A B C D	11.	Mathematics	A B C D
A B C D	12.	Dramatics	A B C D
A B C D	13.	Foreign Language	A B C D
A B C D	14.	Business	A B C D
A B C D	15.	Art	A B C D
A B C D	16.	Library	A B C D
A B C D	17.	Industrial Arts	A B C D
A B C D	18.	Intramural Sports	A B C D
A B C D	19.	Reading	A B C D
A B C D	20.	Home Economics	A B C D
A B C D	21.	Remedial Reading	A B C D
A B C D	22.	Learning Workshop	A B C D
A B C D	23.	Driver Education	A B C D
A B C D	24.	Interscholastic Sports	A B C D
A B C D	25.	Social Studies	A B C D

Please fill out this page by checking those boxes which apply to you.

1. THIS FORM IS BEING COMPLETED BY

- [ ] both spouses, jointly
- [ ] husband or male head of household
- [ ] wife or female head of household

2. FAMILY INCOME (COMBINED HUSBAND AND WIFE)

- [ ] Over $50,000
- [ ] $25,000 to $50,000
- [ ] $15,000 to $25,000
- [ ] $12,000 to $15,000
- [ ] $ 8,000 to $12,000
- [ ] Under $8,000

3. CHECK ANY OF THE FOLLOWING IN WHICH YOUR CHILDREN HAVE PARTICIPATED OR USED:

- [ ] Interscholastic sports
- [ ] Co-curricular music (band, orchestra, chorus)
- [ ] Co-curricular dramatics
- [ ] Team Teaching
- [ ] Cluster arrangement (or interage grouping)
- [ ] Handicapped Services
- [ ] Psychological Services
- [ ] Guidance or Counseling
- [ ] Reading, remedial
- [ ] Driver Education
- [ ] Vocational preparation
- [ ] College preparation
- [ ] Independent Study

4. PROPERTY

- [ ] Rent home
- [ ] Own home

5. CHILDREN IN FAMILY (GIVE NUMBER IN EACH CATEGORY)

Pre-school	____
Elementary school (public)	____
Middle school (public)	____
High school (public)	____
in private school	____
in college or other schools	____
financially independent	____

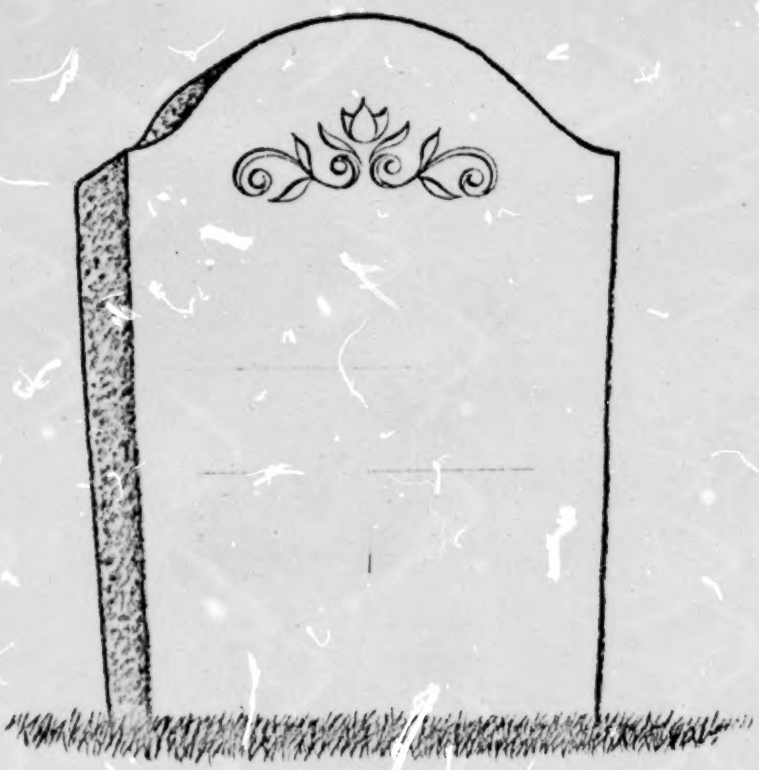
6. OUR FAMILY HAS RESIDED IN THIS DISTRICT FOR _____ YEARS

7. CHECK PRESENT OCCUPATIONS

	Female	Male
Skilled labor	☐	☐
Business (including manager, self-employed, farmer)	☐	☐
Professional	☐	☐
Clerical	☐	☐
Housewife	☐	☐
Retired	☐	☐
Other (specify) _____	☐	☐

8. CHECK EDUCATIONAL EXPERIENCE

	Female	Male
Elementary or high school	☐	☐
High School graduate	☐	☐
Technical, business, or trade school	☐	☐
College (less than 4 years)	☐	☐
College graduate	☐	☐
Higher degree	☐	☐



Requiem for scrubbers

and repetitive

tasks that

we can eliminate

by

better planning.

SECTION 3

A FEW PRACTICAL GUIDELINES

1. Children want progress, adventure, excitement, fun, and activity. (Offer more than books.)

2. Such progress is often short-term for younger and beginning learners. (Offer a change of pace every so often.)

3. After a while, the activities proposed must match the learner's <u>level</u>, (i.e., previous success), <u>readiness</u> (i.e., present state), and <u>plans</u> (i.e., unmet needs). (Be ready to become less active on occasion.)

4. Too much dependence or too much independence are equally inappropriate when out of balance with the learner's next need. (Be ready to abandon inappropriate albeit well prepared lesson plans.)

5. Needs of learners change, oscillate, and reverse suddenly. (Be ready to improvise.)

6. Ask for advice <u>and</u> then take it (at least, a little bit).